

## **Guidance Document for Local Education Agencies (LEAs) receiving Title III Funds**

### **Year 4: Did not make AMAOs: Corrective Action**

### **Year 5: Did not make AMAOs: Corrective Action II**

#### **Creating the Plan**

- Click on the title: 3: Proficiency in English for ELLs. This will take you to “Edit a Plan Goal.” Because it is not possible to delete in ALEAT, it is necessary to backspace to remove the LEA’s 2010-2011 SMART Goal.
- Copy the 2011-2012 SMART Goal from the “Original Description” located just above the “Smart Goal” box. Paste the 2011-2012 SMART Goal into the “SMART Goal” box and click “Save.” The system will automatically return to the goal page.
- Click on “Add Strategy” which is located to the right of the goal and input the LEA’s first strategy. (Refer to “*Considerations in the Development of Strategies and Action Steps*” located below) It is necessary to title the LEA’s strategy (SEI Strategy 1, SEI Strategy 2, etc. are not considered acceptable strategy titles) and type the strategy in the “Description” box. After adding a strategy, click “Save.”
- It is necessary to add action steps for each of the three strategies. Action steps express intent, are specific and succinct, are doable within the designated timeframe, include an evaluation of the implementation of the strategy, and if professional development is needed, it specifically relates to the strategy. Each action step includes the following components: title, description, start and end dates, funding (if required), “Tags,” and the name of the responsible party for completing the action step. Remember to click “Save.”
- Continue this process for the additional strategies and corresponding action steps.
- To submit your Continuous Improvement Plan (CIP), click the link “Submit Goal” which is located beneath the title: 3: Proficiency in English for ELLs. Then, from the drop down menu, select “Submitted,” scroll down the page and click “Save.” Once this is complete, ALEAT will generate an email to notify the Arizona Department of Education (ADE) and the LEA that the goal has been submitted.

#### **Considerations in the Development of Strategies and Action Steps**

*Note: Title III funds may not be used to provide services that the LEA is required to make available under local, state or federal laws.*

The LEA needs to determine the cause for failure to meet AMAO(s). Your CIP must contain strategies and action steps that will assist the LEA in meeting or exceeding all AMAOs this school year. Below, seven improvement categories have been identified that include questions for the LEA to complete a self-assessment of its current ELD program. The LEA must create a minimum of one strategy, with associated action steps, for each of the following categories:

## **High quality Professional Development (TAGS: ELL and PD)**

- How does the LEA identify its professional development (PD) needs?
- What types of PD has the LEA provided to its staff to promote the acquisition of the English language?
- Has the LEA ensured highly qualified trainers are providing current, research-based PD?
- How does the LEA ensure knowledge gained during PD is put into practice in the classroom?
- How does the LEA evaluate the effectiveness of its PD program?
- Does the LEA have a coaching and mentoring system in place?

## **Modification of Curriculum (TAG: ELL)**

- Is the curriculum aligned to the English Language Proficiency Standards (ELPS)?
- Has the LEA developed and implemented curriculum maps/pacing guides?
- How does the LEA monitor the fidelity of implementation and evaluate effectiveness of the curriculum?

## **Modification of Program (TAG: ELL)**

- How does the LEA evaluate the effectiveness of its current ELL program?
- How does the LEA determine the Task Force Approved SEI Models are being appropriately implemented?
- How does the LEA determine funding priorities of Title III monies?

## **Modification of Instruction (TAGS: ELL and possibly TECH)**

- What types of instructional opportunities has the LEA provided to promote student engagement and English language acquisition?
- How does the LEA differentiate instruction?
- How does the LEA's formative assessment program guide instruction for English language learners?
- What is the LEA's instructional plan to assist English language learners who fail to make Adequate Yearly Progress?
- How does the LEA ensure effective strategies are being implemented in the English language development (ELD) classrooms?
- How does the LEA integrate technology to supplement and deliver ELD instruction?
- How does instructional software, aligned to Arizona's ELPS, support English language acquisition?

## **Monitoring (TAGS: ELL and Monitor)**

- How does the LEA ensure English Language Proficiency standards and current methodologies are used in the classroom?
- How does the LEA utilize data to determine program decisions?
- How does the LEA monitor student progress?
- How does the LEA evaluate the effectiveness of its observation rubric?

## **Parent Involvement (TAGS: ELL)**

- What is the focus of the LEA's parental involvement plan?
- What type of parental involvement services, trainings and activities does the LEA offer?
- How does the LEA ensure parent participation in its programs?
- How does the LEA analyze and measure the school's ELL parental involvement program effectiveness?

## **Intervention (TAG: ELL)**

**Note: Intervention services must be provided outside the normal school day.**

- How does the LEA identify the need for intervention services?
- How is the LEA ensuring that district-wide interventions are supporting core instruction?
- How does the LEA determine interventions are individually meeting the needs of each student?
- How does the LEA monitor the effectiveness of intervention services?